



OCW Gift Challenge

Erik, as online education continues to serve more people eager to learn, OCW is an increasingly critical free and open resource.

We need your help to continue to create the educational materials that broaden learning opportunities and change lives.



Please support MIT OpenCourseWare with your contribution [during the OCW Gift Challenge](#).

This is a participation challenge—[each person who donates counts](#) toward our goal (and any donation, large or small, makes a difference)!

If you are able to contribute to OCW, then please consider [making a donation today](#). Thank you in advance for your support.

Sincerely,

Cecilia d'Oliveira
Executive Director
MIT OpenCourseWare

P.S. Make your donation count event more with a matching gift from your company. To find out whether your company has a matching gift policy, please enter your employer's name in the MIT matching gifts page.

Honoring Sean Collier



Image of Collier Memorial. Photo courtesy of Sarah Hansen.

Last month MIT dedicated the [memorial to MIT police officer Sean Collier](#), who died two years ago in an attack by the Boston Marathon bombers. (You can see a video of the entire [dedication ceremony here](#).)

Already the monument has become a cherished part of the MIT campus, a special place for quiet reflection, conversation, and just being together.

Officer Collier was no ordinary policeman. The many



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tributes that have been voiced attest to his remarkable ability to connect with people from all facets of MIT—students, instructors, researchers, staff members. He took a genuine interest in what people were doing, and he did a lot himself, both in and out of uniform, participating enthusiastically in several MIT clubs.

Situated next to the Stata Center, the monument is striking in its elegant simplicity. It consists of five arches connected by a central keystone. The arches are assembled from 32 pieces of shaped granite and arranged to evoke the fingers of an open hand. The granite pieces offset one other in a precise and stable balance. Their weight alone holds the monument together.

In the words of MIT President Rafael Reif, the memorial is “a new gateway to the campus we share . . . I hope that in its graceful display of invisible physical forces, it can become a daily reminder of those invisible human forces that create community.”

The monument was designed by the head of MIT’s Architecture Department, Professor J. Meejin Yoon.

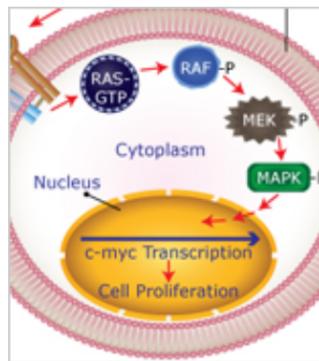
A longstanding supporter of OCW, Professor Yoon recently published her fifth OCW course, taught with Professor Neri Oxman, [4.110J Integrative Design Across Disciplines, Scales, and Problem Contexts](#). Appropriately enough, it “explores the reciprocal relationship among design, science and technology.”

The making of the memorial was recorded in a [video](#) that shows the shaping of the stones, the painstaking construction (through the massive snows of last winter), and the entwining of art and engineering in the memorial’s design.

New Courses



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- [4.619 Historiography of Islamic Architecture](#)
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Updated Courses



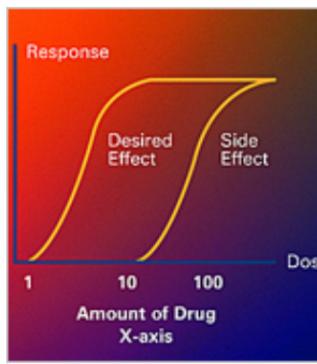
Pedagogical perspectives from MIT instructors

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OCW Educator



OCW Educator Project Manager Sarah Hansen celebrates the publication of the 100th [This Course at MIT](#) page.

100 Reasons to Be Thankful

OCW reached a new milestone last month with the publication of its 100th [This Course at MIT](#) page.

The staff marked the occasion with 100 cupcakes (shared, of course, with other members of MIT's [Office of Digital Learning](#)) and with a “thank-a-thon,” in which staff members wrote thank you notes to the instructors of the 100 courses.

Part of OCW's [Educator project](#), [This Course at MIT](#) provides contextual information about how the course was taught on campus—course outcomes, prerequisites, what kind of students took the class, what kind of assessments were used, and so on. About two-thirds of the pages also have instructor insights into how the course was taught—for example, why the course is structured the way it is, what methods are used to engage students in learning, how the instructor has met challenges that the course presents, what kinds of projects students undertake.

[This Course at MIT](#) pages are now published for courses in every school at MIT and in a wide variety of disciplines, from computer science to literature. Here is a sampler of recently published pages:

- [SP.292 Writing Workshop](#)

Instructor Jessica Young explains the benefits and challenges of writing workshops.

- [9.00SC Introduction to Psychology](#)

Professor John Gabrieli shares how he incorporates demonstrations and the latest research results into his lectures introducing the concepts of psychology.

- [1.00 Introduction to Computers and Engineering Problem Solving](#)

Dr. George Kocur discusses teaching computer science as active learning to students who are not majors in that subject.

- [22.15 Essential Numerical Methods](#)

Professor Ian Hutchinson addresses the challenges of teaching a rapidly paced six-week module to beginning graduate students.

- [7.016 Introductory Biology](#)

Dr. Diviya Sinha explains how student learning is assessed in a large introductory biology class.

In another first, OCW piloted an online Roundtable discussion of a This Course at MIT page. Drs. [Jeremy Orloff](#) and [Jonathan Bloom](#) spoke with other mathematics educators about their thinking behind [18.05 Introduction to Probability and Statistics](#), which they reconceived for active learning. (You can see their insights on their [This Course at MIT page](#).) The Roundtable was a great success, and more are in the offing.

Help us improve This Course at MIT! Take our [brief survey](#).

>Learn more [about OCW Educator](#)

Highlights for High School



Image courtesy of [Jerry Meaden](#) on Flickr. CC: BY-NC-SA

The temperature has gotten warmer, the flowers have bloomed, baseball is back in season; all events to suggest that spring has arrived. No doubt by now your thoughts have turned to summer vacation, which is rapidly approach. (Perhaps not rapidly enough for some of you?)

However, before you close your books and put on your flip flops, Highlights for High School wants to let you know about a fantastic opportunity coming up for high school students. You probably have heard of Massive Open Online Courses (MOOCs). Well Edx is now offering [MOOCs for high school students](#) to help get them ready for college. In particular, we'd like to suggest you look at [Calculus 1A: Differentiation](#), part one in a series of three, meant to serve as preparation for the Calculus Advanced Placement®* exam. This is a **free** online course, taught by MIT professors to anyone in the world! The instructors suggest you have already taken algebra and trigonometry, and students will be expected to put in about 6-10 hours of effort each week.

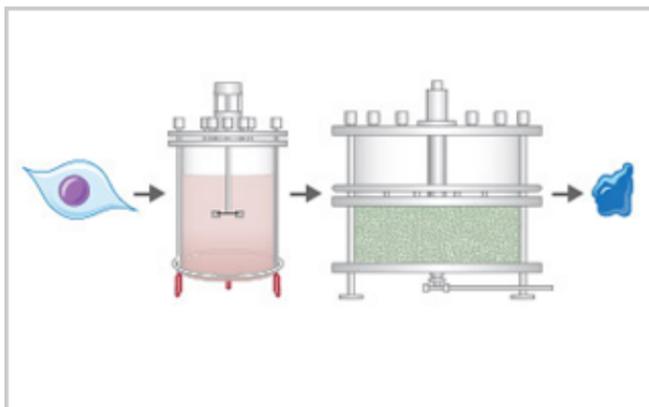
The course starts on June 2nd, so register soon! Students, please tell your friends. Educators, please let your students and colleagues know.

And remember OCW's Highlights for High School *always* has [free calculus resources](#) available any time day or night.

Good luck!

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MITx News



For millennia, people have used the power of living cells to produce essential staples such as bread, cheese, beer, and wine by fermentation. Yet only recently have we begun to utilize cells as factories for the production of protein therapeutics.

In [10.03x Making Biologic Medicines for Patients: The Principles of Biopharmaceutical Manufacturing](#), students will learn how biotechnology allows engineering of some of those same cells to produce biologic medicines instead of food.

Biologic medicines help millions of people worldwide overcome debilitating or even fatal diseases such as psoriasis, arthritis, and diabetes. In this course, students will learn how these life-altering medicines are made.

Starting on July 14, the course walks through the

steps necessary to isolate the drug from the cellular machinery to ensure it's safe and efficacious, and demonstrates how these drugs are regulated to ensure the best possible patient experience.

Professors [J. Christopher Love](#), [Anthony J. Sinskey](#), and [Drs. Stacy L. Springs](#), and [Paul W. Barone](#) will connect the theoretical principles and engineering fundamentals to real-world applications by showing real biomanufacturing equipment in action, and students will also hear from experts in the field who describe real-world engineering challenges.

> Register for [10.03x Making Biologic Medicines for Patients: The Principles of Biopharmaceutical Manufacturing](#) today.

Views From Our Supporters

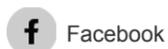


"Education is my passion. MIT OCW allows me to share with bright young people and give them hope that despite their economic and social challenges they can benefit from OCW. We often overlook the deficits we have in our own country such as Appalachia and other southern cultures. MIT OCW rewards me when I see the light of excitement in their potential!"

- Ben, Independent Learner, USA

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